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SUL ROSS STATE NORMAL COLLEGE BULLETIN

VOL. II

JUNE, 1921

No. 2

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CATALOGUE

1921-1922



Published Quarterly by the Sul Ross State Normal College, Alpine, Texas

Entered as second class matter March 12, 1920, at Alpine, Texas, under Act
of August 24, 1912

TEXAS STATE NORMAL COLLEGES

SUL ROSS STATE NORMAL COLLEGE

Alpine, Texas

R. L. MARQUIS, *President*

NELLIE CLEVELAND, *Registrar*

SAM HOUSTON NORMAL INSTITUTE

Huntsville, Texas

H. F. ESTILL, *President*

BENNETTE WALLIN, *Registrar*

NORTH TEXAS STATE NORMAL COLLEGE

Denton, Texas

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SOUTHWEST TEXAS STATE NORMAL COLLEGE

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WEST TEXAS STATE NORMAL COLLEGE

Canyon, Texas

J. A. HILL, *President*

JOHN S. HUMPHREY, *Registrar*

EAST TEXAS STATE NORMAL COLLEGE

Commerce, Texas

R. B. BINNION, *President*

FRANCES SELBY, *Registrar*

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Teaching is a science, and those who desire to teach successfully must embrace the advantages of modern progress.

LAWRENCE SULLIVAN ROSS,
In message to the Texas Legislature, January
13, 1891.

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CALENDAR

1921-1922

1921:

September 26, Monday—First faculty meeting, 10 a. m., Room 216.
September 26, Monday—Registration for fall quarter begins, 2 p. m.
September 28, Wednesday—Fall quarter classes begin.
September 28, Wednesday—First assembly in Auditorium, 10 a. m.
September 30, Friday—Entrance examinations.
November 11, Friday—Armistice Day (a holiday).
November 24, Thursday—Thanksgiving (a holiday).
December 22, Thursday—Last day of fall quarter.

1922:

January 3, Tuesday—Winter quarter classes begin.
February 22, Wednesday—Washington's Birthday (Sul Ross Planting Day).
March 18, Saturday—Last day of winter quarter.

March 21, Tuesday—First day of spring quarter.
March ————Trans-Pecos Athletic Meet.
April 21, Friday—San Jacinto Day (a holiday).
May ————College entrance examinations administered by the State Department of Education.
May 28, Sunday—Baccalaureate Sermon.
May 31, Wednesday—Closing exercises of Training School.
June 2, Friday—Graduation exercises for students receiving high school diplomas.
June 2, Friday—Last day of spring quarter.

June 3, Saturday—Commencement exercises.
June 5-6, Monday-Tuesday—Registration for summer quarter.
June 6, Tuesday—Summer quarter classes begin.
August 26, Saturday—Last day of summer quarter.

STATE BOARD OF REGENTS OF THE NORMAL COLLEGES

HON. A. C. GOETH, <i>President</i>	Austin.
MISS MARGIE E. NEAL.....	Carthage.
HON. A. B. WATKINS.....	Athens.
HON. R. J. ECKHARDT.....	Taylor.
HON. J. J. BENNETT.....	Stephenville
HON. M. O. FLOWERS.....	Lockhart.
HON. H. A. TURNER, <i>Secretary</i>	Austin.

ADMINISTRATIVE OFFICERS

R. L. MARQUIS, A. B., B. S., M. S.....	President.
NELLIE CLEVELAND, B. A., M. A.....	Secretary-Registrar.
P. M. PENROD, B. C. S.....	Auditor.
ROBERTA DULIN, B. A.....	Librarian.

FACULTY AND OFFICERS

ROBERT LINCOLN MARQUIS, A. B., B. S., M. S., *President.*

A. B., Texas Christian University; B. S., University of Texas; M. S., University of Chicago. Biology in John Tarleton College, Stephenville, Texas; Sam Houston Normal Institute, Huntsville; West Texas State Normal College, Canyon; North Texas State Normal College, Denton.

ANNE AYNESWORTH, B. A., M. A., *Professor of English.*

B. A., University of Texas; M. A., University of Texas. Teacher in Round Rock and Cameron, Texas, public schools; Principal of Mooreville, Texas, public schools; English in University of Texas and University of Chicago; Business Manager and Director, Woman's Building, University of Texas; Acting Dean of Women, University of Texas.

CLEMM BILLINGSLEY, *Instructor in Education and Critic Teacher.*

L. I., Peabody College, Nashville, Tenn. Education in West Texas State Normal College; teacher in Canadian, Texas, public schools.

ALLYS FIELD BOYLE, Ph. B., C. P. S. M., *Associate Professor of Music.*

Ph. B. in Education, University of Chicago; Certificate in Public School Music, American Conservatory of Music. Music at Coffeyville, Kansas, and Dallas, Texas, high school.

ROSE SHARP BREWER, A. B., *Associate Professor of English.*

A. B., Daniel Baker College, Brownwood, Texas; B. A., University of Texas. English in San Angelo and Galveston, Texas, high schools.

NELLIE CLEVELAND, B. A., M. A., *Secretary and Registrar.*

Diploma, West Texas State Normal College, Canyon, Texas; B. A., University of Texas; M. A., Columbia University. Reader of Manuscripts, Harpers Magazine.

*ALICE ELIZABETH COWAN, B. A., *Associate Professor of Latin.*

B. A., University of Texas. Latin in Carthage, Texas, high school; Latin in University of Texas; Latin and English in Trinity University, Waxahachie, Texas.

MARTHA ROBERTA DULIN, B. A., *Librarian.*

B. A., University of Texas. Latin and German in Lufkin, Texas, high school; Latin in Temple, Texas, high school; in University of Texas Library and University of Illinois Library School.

MARY STATHER ELLIOTT, B. A., *Professor of Foreign Languages.*

B. A., University of Texas. Teacher in Mary Keener Institute, Mexico City, Mexico, Spanish in San Antonio high schools; Romance Languages, University of Texas. Extensive travel and residence in Mexico and along the border.

THOMAS GREEN HARRIS, B. A., M. A., *Professor of Mathematics.*

B. A. and M. A., Carson-Newman College. Mathematics in church and private chartered institutions; principal, Houston and Dallas high schools; superintendent, Dallas and Austin city schools; president, Southwest Texas Normal School; president, San Marcos Baptist Academy; chairman, Texas State Board of Examiners; owner, editor and publisher, Texas School Journal; conductor of many summer normals; chairman; Summer Normal Board of Examiners.

ELISHA LANE HENDERSON, B. A., *Professor of History and Economics.*

B. A., University of Texas. Principal of Miami, Texas, high school; superintendent, Post and Hale Center, Texas, city schools.

LINDA LANCASTER, B. A., *Associate Professor of Physical Education.*

B. A., University of Texas. Teacher in Lockhart, Texas, public schools; Physical Education and Economics, University of Texas.

*Absent on leave for session of 1921-1922.

PERDIE MELVIN PENROD, B. C. S., *Auditor and Instructor of Commerce.*

B. C. S., Bowling Green Business University, Bowling Green, Kentucky. Teacher in rural and village schools; commercial courses in Weatherford and Gainesville, Texas, high schools; commerce in North Texas State Normal College, Denton, Texas; stenographer, bookkeeper, auditor, and special auditor in various commercial firms.

VICTOR JAMES SMITH, *Professor of Manual Arts.*

Manual Training in Cuero and San Angelo, Texas, high schools; instructor in shop division, School Automobile Mechanics, Camp Mabry, Austin, Texas; principal and manual training in junior high school, San Angelo; trade experience in carpentry, steam engineering, and as a millwright.

W. A. STIGLER, B. A., M. A., *Professor of Education and Director of the Training School.*

Diploma, North Texas State Normal College, Denton, Texas; B. A. and M. A., University of Texas. Superintendent, Canadian city schools.

RICHARD ARTHUR STUDHALTER, B. A., M. A., *Professor of Biology and Agriculture.*

B. A., University of Texas; M. A., Washington University (Missouri Botanical Garden). Botany, Kansas State Agriculture College and Montana Agricultural Experiment Station; in field and research positions, United States Department of Agriculture, in part in cooperation with the Pennsylvania Chestnut Tree Blight Commission and the Texas State Department of Agriculture; laboratory work in Medical Corps, U. S. Navy.

GRACE VANDIVER, A. B., *Associate Professor of Reading and Education.*

A. B., University of Oklahoma; Diploma in Expression, Oklahoma Woman's College; student of dramatic art, American Academy of Dramatic Art. Critic work and public speaking, Oklahoma State Normal; public speaking, Oklahoma State University Preparatory School.

FRED GRAVES WALKER, B. A., M. S., *Professor of Physics and Chemistry.*

B. A., University of Texas; M. S., University of Chicago. Principal of rural schools; Mathematics, John Tarleton College, Stephenville, Texas; principal, Mission, Texas, high school; chemistry, San Antonio, Texas, high school; chemistry, Southwest Texas Normal College, San Marcos, Texas.

_____, *Associate Professor of Latin.*

_____, *Associate Professor of Home Economics.*

_____, *Associate Professor of Physical Education for Men.*

_____, *Instructor in Education and Critic Teacher.*

_____, *Associate Professor of Drawing and Domestic Arts.*

STANDING COMMITTEES

Athletic: Miss Lancaster, Mr. Henderson, Mr. Smith.

Boarding Places: Mr. Walker, Miss Lancaster.

Teacher Employment: Mr. Stigler, Miss Billingsley.

Public Programs: Miss Boyle, Miss Vandiver, Mr. Smith.

Entrance Examinations: Mr. Harris, Mr. Studhalter.

Social Committee: Miss Aynesworth, Miss Elliott, Miss Cleveland.

Catalog and Schedule: Mr. Studhalter, Miss Aynesworth.

Enrollment: Miss Brewer, Mr. Henderson.

Loan Fund and Student Employment: Mr. Smith, Miss Lancaster.



MITER PEAK, NEAR ALPINE



TWIN MOUNTAINS AND A PORTION OF ALPINE

GENERAL INFORMATION

HISTORICAL

The Sul Ross Normal College was established at Alpine by an act of the Thirty-fifth Legislature of the State of Texas, and the act was approved by the Governor on April 4, 1917. At the Third Called Session of the Thirty-fifth Legislature, the construction of the college was postponed until February, 1919, and the contract for the building was let on March 29, 1919. The Sul Ross Normal College formally opened its doors to students for the summer quarter of 1920 on June 14, and for the first session of the Summer Normal on June 19, 1920.

It is fitting that the College should be named in honor of Lawrence Sullivan Ross, a Texas pioneer and Indian fighter, who held the office of Governor of Texas from 1887 to 1891, and who, on retiring from this office, became president of the Agricultural and Mechanical College of Texas, which position he held until his death in 1898.

PURPOSE

The primary purpose of a normal college is the training of teachers. The machinery of the Sul Ross Normal College has been organized for this fundamental purpose, and the courses of study offered to students are calculated to give the scholarship and professional training essential for efficient teaching. Students may, however, by attending this institution, make any or all of the college admission requirements and, in addition thereto, may obtain two years of college work.

LOCATION

The Sul Ross Normal College is located in the city of Alpine, on the Southern Pacific Railroad, at its junction with the Kansas City, Mexico & Orient, in what is known as the Big Bend country. The school site is 4500 feet above sea level, and the climate is delightful. The summers are cool and invigorating, the winters mild. It is a land of blue skies and perpetual sunshine. The town of Alpine is surrounded by rugged mountains, which are threaded by picturesque canyons. The scenery is splendid; the atmosphere is exhilarating. There is no more healthful spot in Texas.

EQUIPMENT

Buildings and Campus

At present the building equipment consists of a main building, President's residence, and pumping plant. These buildings are of brick and reinforced concrete, trimmed in white stone. They are very attractive and in excellent condition, as they were erected in 1920. The main building is heated with steam and is fitted with a hot water supply, gas, electricity, and modern sewage connections. The pumping plant is equipped with an electrically driven pump which is capable of delivering 30,000 gallons of water per day from a well 165 feet deep. This well has practically an inexhaustible supply of pure water. Two standpipes

on the hill back of the College insure a constant pressure for domestic use and fire protection.

The College grounds consist of a tract of 100 acres within the city limits of Alpine, presented to the State by Mr. W. B. Hancock of Alpine. The natural elevation of the campus affords a remarkable view of the valley and an unequalled mountain sky line in the distance. The school has just completed a system of concrete walks and pavement leading to the principal points on the campus. A beginning has been made in the planting on the campus of trees, shrubs, and herbs native to the Big Bend country. Aside from a complete equipment for the usual academic work the following special departments are provided for:

Biology and Agriculture

The equipment of this department consists of a spacious laboratory, storeroom and office, and the necessary apparatus for carrying out the experimental work of the department. The campus affords room for demonstration gardens, and the surrounding country is ideal for field trips.

Chemistry and Physics

This department is equipped with two large laboratories, a classroom, a storeroom, and an office. The laboratories are provided with gas from a gasoline gas machine, and distilled water is furnished by a block tin water still and reservoir. The apparatus and laboratory furniture are sufficient for the presentation of any courses that are offered in either normal school or college work in physics and chemistry.

Commerce

Two rooms are assigned to this department. One of these is equipped for instruction in typewriting and the other for bookkeeping accounting, shorthand, etc.

Drawing.

A well lighted laboratory is provided for the work in primary art and public school drawing. The equipment is sufficient to provide instruction in water colors, charcoal, crayon work, blackboard sketching, design, stenciling, freehand drawing, and allied subjects. Equipment is also provided for elementary handwork.

Home Economics

Home Economics has a completely equipped cooking laboratory, dining room, sewing room, fitting room, storerooms, and classrooms for textiles and design. This department also has equipment for a cafeteria which may be utilized in serving meals to students at cost.

Manual Arts

On the first floor the Manual Arts Department has a completely fitted woodworking shop as well as freehand and mechanical drawing rooms. The power machines are a patternmaker's lathe, band saw, circular variety saw, jointer, grinding machine, and hollow chisel mortising and boring machine. A machine shop is now practically equipped and will be

ready for use during the coming quarter. This shop has power-driven engine lathes, milling machine, drill press, grinder, forge, and the usual bench and pipe fitting tools.

Physical Education

The indoor equipment consists of a gymnasium for men and a gymnasium for women, both of which are located in the basement of the main building; the two gymnasiums are adequately furnished with showers. The women's gymnasium is equipped with such hand apparatus as is needed at the present time.

The indoor baseball and basketball courts are located at the rear of the building; the baseball and football contests are held on fields near the College. Tennis courts will be built on the College hill during the present year. Adequate equipment for such sports will be provided at all times.

LIBRARY

The library will have at the opening of the summer session of 1922 approximately 2100 text-books and 1800 volumes for reference and general reading, exclusive of many bulletins and pamphlets. Great care has been exercised in the selection of the books in order that they may meet the most immediate needs. With this in view, the best and latest encyclopedias, dictionaries, and other reference books have been secured; and books for reference work in the various subjects have been selected by the several instructors. In addition to the books especially helpful in school work, there are about sixty periodicals, both general and technical in nature, three regular newspapers, and a fairly large number of books of general interest. The aim of the library is to correlate with the work of the teacher and to give the student an opportunity to read and enjoy for himself the best that the printed page has to offer. The library is expected to grow rapidly and to become increasingly helpful and interesting to faculty and students.

DIVISION OF THE WORK

In addition to the Training School, which includes the kindergarten department, the following divisions are maintained:

1. The Normal School, two years.
2. The Normal College, two years.

The four classes are designated as follows:

In the Normal School:

1. The First Year class.
2. The Second Year class.

In the Normal College:

3. Freshman class.
4. Sophomore class.

BOARD AND ROOM

The city of Alpine has provided a comfortable dormitory for young women. Students rooming in the dormitory are expected to furnish linens and covers. It is not possible to state the rate for rooms and

board because we are in a process of changing prices. We can say, however, that rates will be in harmony with similar schools in this region. Rooms may be reserved in advance by making a deposit of five dollars. A list of private rooming and boarding houses will be furnished upon request.

FEES

No tuition is charged, but students are required to pay a fee of \$15 when they enroll. Each student will receive a refund of \$2 when all books used by him are returned to the library in satisfactory condition. No fee of any other kind will be charged except a fee of \$1 for each diploma issued.

CHURCHES

All the leading religious denominations maintain organizations in Alpine. The church people arrange special programs, entertainments, and outings for the benefit of the students and faculty. The leading Sunday schools have young people's classes which are composed very largely of students. In fact, all of the organizations of the churches welcome both faculty and students of the College. The religious and moral influences in Alpine are positive and wholesome.

ATHLETIC ASSOCIATION

The Athletic Association, composed of students and faculty members, supervises the athletic activities of the College; the executive power is vested in the Council, the membership of which consists of student and faculty representatives. It is the purpose of the College through this organization to maintain and support the highest standard in athletics and to secure the interest of all students.

The sports in which men's athletic contests with other schools will be scheduled are football, basketball, baseball, tennis, and track; the major sports for women are indoor baseball, volley ball, tennis, basketball, and cross-country hiking. For the benefit of the large number of students, inter-class games, especially in basketball and baseball for men, are encouraged; class numerals are awarded the members of the winning teams. The delightful climate of the West makes it possible for these sports to be offered throughout the year.

The beautiful mountains and canyons within easy access offer excellent opportunities to hikers and horseback riders.

College letters awarded upon the basis of participation in athletic contests and the point system (for women) are presented on College Day, which is held annually in the spring.

THE TRANS-PECOS ATHLETIC MEET

The Sul Ross Normal College believes that there should be the closest possible affiliation in all school activities between it and the public schools in this section of the State in order that all may work together in solving the educational problems which are peculiar to this section. The College also believes that many problems may be settled upon the athletic fields; therefore it is holding an annual athletic meet to which all the schools in the Trans-Pecos region are invited to send

representatives. The said meet is to be held about two weeks prior to the district meets held by the Interscholastic League.

It is desired that every school in this district be represented, and to this end the College offers a silver loving cup to the team winning the meet, and individual bronze medals to the winner in each event. Marfa high school now holds the cup, and will be an active contestant for its retention at the next meet.

RIFLE CLUB

Much interest has been demonstrated among the girls in the various outdoor clubs, the most unusual and most popular of which is the Rifle Club. The work is under the personal supervision of the Director of Physical Education, and "*Safety First and Last*" is the slogan of the membership. Regular practices are held weekly; points toward the College letter are awarded to those passing the requirements for entrance into the Winchester Club, and to the ones scoring the highest percentage in marksmanship. Health and recreation are embraced as the goal to be obtained in this as well as in the other clubs.

READING AND DRAMATICS

The work in reading and dramatics covers all the grades of the public schools. Private instruction is offered in expression and literary interpretation. This work is directed by Miss Vandiver, who had her training in Oklahoma Woman's College (State college), the University of Oklahoma, and in the American Academy of Dramatic Art of New York City.

MUSIC

Two teachers of music give courses that prepare teachers for music work in every grade in the public schools. In addition to public school music, courses are offered in methods, harmony, counter point, and history, under the direction of Miss Boyle, of the University of Chicago and the American Conservatory of Music. The College has a chorus and an orchestra that all students are invited to join. Private instruction in piano and violin is offered.

We propose to build a school of music that will serve the growing music needs and demands of this great section of the State.

THE TREBLE CLEF SOCIETY

This is the girls' glee club of the College. Its interest centers in musical activities, the society working toward an annual spring concert; but social features are not excluded.

THE SUL ROSS CHORAL CLUB

This organization was established to promote chorus singing. Its purpose is to participate in a community music festival during each school year.

THE BIG BEND LITERARY SOCIETY

The Big Bend Literary Society is an association among the young men of the College for the purpose of fostering and developing the arts

of debating, declaiming, and extempore speaking. Through this organization will be chosen the contestants to enter the Inter-Normal debates and inter-collegiate declamations and orations. To this end its programs will be largely supervised by the Department of Reading.

SACHEM LITERARY SOCIETY

The girls' literary society, the Sachems, was organized early in the year, with twenty members. Its object is threefold: to follow a definite course of study; to contribute to the social life of the College; and to give an annual play.

ADMISSION REQUIREMENTS

1. *Uniform Requirements:* The requirements for admission are uniform for Texas State Normal Colleges.

2. *Units:* All claims for admission are reduced to high school units or equivalents.

3. *Credentials:* Promotion cards and transcripts of work must be signed by proper authorities. Incomplete work is not accepted for admission.

4. *Accredited High Schools:* High schools inspected and approved by the State Department of Education are listed in the Annual Directory, issued by that Department. Units offered for admission must be found accredited in the Directory of even date.

5. *Surplus Credits:* A graduate of an accredited high school who presents more than the required fifteen units may receive college credit for the surplus only in case he secures advanced standing in a particular subject and successfully continues that subject in the Normal College.

Normal School Classes

6. *First Year Normal School Class:* Students who present credentials showing that they have completed the ninth grade of a classified high school are admitted to the First Year class. The minimum requirements are: Algebra, 1 or 2; English, 2; History, 1 or 2; electives sufficient to make 7.

A teacher's certificate of the second grade, or an elementary certificate of the second class, admits the holder to the First Year Normal School class.

Applicants who do not present credentials may absolve admission requirements by examination.

7. *Second Year Normal School Class:* Students who present credentials showing that they have completed the tenth grade of a classified high school, are admitted to the Second Year class. The minimum requirements are Algebra, 2; Geometry, 1; History, 2; English, 2; electives sufficient to make 11.

A teacher's certificate of the first grade, or a high school certificate of the second class, admits the holder to the Second Year Normal School class.

Applicants who do not present credentials may absolve admission requirement by examination.

College Classes

8. *Freshman Class:* Graduates of high schools who present 15 affiliated units may be admitted to the Freshman class. The 15 units presented must include English, 3; History, 2; Algebra, 2; Geometry, 1; electives sufficient to make 15.

9. *Age:* Any person who is sixteen years of age on or before January 1 of the school year may enter a State Normal College at the beginning of the fall quarter or at any suitable time during the school year.

10. *Admission by Examination:* Applicants for college admission who do not present credentials from accredited high schools, may absolve the requirements by examination. Applicants thus attempting to absolve their admission requirements may be conditionally admitted to the Freshman class on thirteen units, but the remaining two units must be absolved within two years.

Subjects for examination may be chosen from the following list:

Education:

Elementary Psychology, $\frac{1}{2}$

School Management, $\frac{1}{2}$

English, 3 or 4

History:

American, 1

Ancient, 1

English, 1

Mediaeval and Modern, 1

Civics, $\frac{1}{2}$

Language:

Latin, 2, 3, or 4

French, 2 or 3

German, 2 or 3

Spanish, 2 or 3

Mathematics:

Arithmetic, $\frac{1}{2}$

Algebra, 2

Plane Geometry, 1

Solid Geometry, $\frac{1}{2}$

Trigonometry, $\frac{1}{2}$

Science:

Biology, 1

Botany, 1

Chemistry, 1

Introduction to Science, 1

Physics, 1

Physiography, $\frac{1}{2}$

Physiology and Hygiene, $\frac{1}{2}$

Zoology, 1

Vocational:

Agriculture, $\frac{1}{2}$ to 2

Bookkeeping, $\frac{1}{2}$ or 1

Domestic Science, $\frac{1}{2}$ or 1

Domestic Art, $\frac{1}{2}$ or 1

Drawing, $\frac{1}{2}$ or 1

Manual Training, $\frac{1}{2}$ or 1

Music, $\frac{1}{2}$ or 1

Stenography and

Typewriting, 1

11. *Evaluation of Teachers' Certificates:* An applicant for admission to the Freshman class may absolve eight and one-half ($8\frac{1}{2}$) units of his admission by the presentation of a first grade certificate, or a high school certificate of the second class. In like manner, he may absolve twelve and one-half ($12\frac{1}{2}$) units by the presentation of a permanent certificate.

12. *Time of Examination:* Examinations are held in May and September. The May examination is administered by the State Depart-

ment of Education. Additional examinations may be arranged if found desirable.

13. *Admission of Mature Students:* Persons twenty-one years of age or over who are not graduates of standard high schools may, at the discretion of the President of the Normal College, be admitted without examination to the Freshman class. In the enforcement of this regulation, especial consideration will be given to mature students whose training has been followed by successful experience in teaching, to students who have had other practical preparation, and to those who have made special attainments in some practical line. Students admitted in this manner will, upon the completion of the work of the Freshman year in English, history, mathematics, and science with a grade of "C," be given credit for full admission in these subjects. Other admission units may be absolved in like manner. *In all cases, mature students and others must remove conditions and satisfy the admission requirements to the satisfaction of the Admission Committee not later than two years after admission, and before any certificate can be granted.*

14. *Credits from Other Institutions:* Credits for work done in any college or university are determined by the President of the Normal College. Work completed satisfactorily in any one of the Texas State Normal Colleges is fully recognized by the others. Those completing the work of the Freshman year in one Normal College are admitted to the Sophomore year in any State Normal College in Texas, and similarly to other classes; provided, that of the forty-five term-hours required for a certificate, at least fifteen must be made in the Normal College that issues the certificate, and provided, also, that of the entire forty-five term-hours required for a college diploma, thirty-six term-hours must be done in the Normal College that issues the diploma.

CERTIFICATES

Normal School

15. *Age:* To be eligible to secure a certificate of any class, an applicant must be at least eighteen years of age at the time of certification.

16. *First Year:* On completion of the work of the First Year class, students are awarded an elementary certificate of the first class, valid for two years.

17. *Second Year:* On completion of the work of the Second Year class, students are awarded an elementary certificate of the first class valid for three years.

NOTE.—"An elementary certificate of the first class shall be valid only in elementary schools, grades one to seven, inclusive; provided that the holder of an elementary certificate based upon the completion of two years of college work in a Texas State Normal College, or in any university, senior college, junior college, or normal college, ranked as first class by the State Superintendent of Public Instruction, may contract to teach in unclassified high schools, and in high schools of the third class."



College

18. *Freshman*: On completion of the work of the Freshman class, students are awarded an elementary certificate of the first class, valid for four years; or a high school certificate of the first class valid for two years, depending upon the course pursued.

NOTE.—“A two-year high school certificate of the first class is valid in grades one to seven, inclusive, and in third class high schools or unclassified high schools.”

19. *Sophomore*: On completion of the work of the Sophomore class, students are awarded a permanent elementary certificate; or, a high school certificate of the first class valid for four years, depending upon the course pursued.

NOTE.—A high school certificate of the first class valid for four years is valid in “any elementary grade or in any high school.”

20. *Incomplete Work*: A student who has been in attendance three full quarters, and who fails in one or more subjects may be granted a certificate of a lower year at the discretion of the faculty. This provision does not apply to permanent certificates.

21. *Certificates*: All certificates are issued by the State Department of Education, and signed by the State Superintendent of Public Instruction.

22. *Building*: Certificates granted by the State Normal College may be “built upon” for higher certificates.

DEFINITION OF TERMS

23. *Term-hour*: This is the unit of credit. It is defined as one recitation per week (or its equivalent) for one quarter of twelve weeks, requiring two hours' preparation therefor by the student of average ability.

24. *Equivalents*: The following are recognized equivalents:

(a) For the First Year and Second Year classes in the Normal School division, four recitations per week, requiring a total weekly preparation of five hours, are equivalent to three term-hours.

(b) Two hours of laboratory work per week, requiring one hour of preparation and subsequent completion of notes, are equivalent to one term-hour.

(c) Three hours of laboratory work per week, requiring no preparation and no subsequent work on notes, are equivalent to one term-hour.

(d) Subjects requiring little or no preparation for the recitation are given term-hour credits according to the total time required, based upon the principles in the above equivalents.

25. *Majors and Minors*: A major consists of a minimum of eighteen term-hours or a maximum of twenty-seven term-hours; provided, however, that the maximum hours for a major do not apply to the kindergarten or primary group or to the vocational groups under the Smith-

Hughes law. A minor may consist of a minimum of nine term-hours or a maximum of eighteen term-hours. Education is a required major of eighteen to twenty-seven term-hours.

26. *The Quarter's Work:* The work of a quarter is fifteen term-hours, exclusive of the regular assignment in physical education.

DIPLOMAS

27. *High School Diploma:* Upon the completion of the second year of the Normal School, with sixteen units, students are awarded a high school diploma.

28. *College Diplomas:* Upon the completion of the Sophomore year, students are awarded an appropriate diploma.

29. *Minimum Requirements for the College Diploma:*

15 units for admission to the College.

18 term-hours in education.

9 to 18 term-hours in English.

1 major of 18 term-hours.

Other college subjects to make 90 term-hours.

30. *Residence:* A residence of three quarters is required for a diploma.

CURRICULA

FIRST AND SECOND YEARS

*First Year**Required Courses*

Drawing 10.....	Elementary Drawing
Education 10.....	How to Study
English 10, 11, 12.....	English Grammar and Composition
History 10, 11.....	History of the United States
History 12.....	Civics
Mathematics 10, 11.....	Elementary Algebra
Mathematics 14.....	Arithmetic
Music 10.....	General Course
Physical Education 10, 11, 12.....	Elementary Exercises and Games

Electives (nine term-hours) to be chosen from the following courses:

Agriculture 10.....	Introduction to Agriculture
Agriculture 11, 12.....	Elementary Horticulture
Agriculture 15, 16.....	Elementary Animal Husbandry
Commerce 10.....	Elementary Bookkeeping
Commerce 11, 12.....	Bookkeeping and Accounting
Home Economics 10.....	Elementary Sewing
Home Economics 11.....	Elementary Cooking
Home Economics 12.....	The Home
Latin A, B, C.....	Beginner's Latin
Latin 10, 11, 12.....	Caesar's Gallic War
Manual Arts 10.....	Mechanical Drawing
Manual Arts 11.....	Freehand Drawing
Manual Arts 15.....	Farm Carpentry
Physics 10.....	Mechanics and Heat
Physics 11.....	Electricity and Magnetism
Physics 12.....	Sound and Light
Reading 10.....	Elementary Reading
Spanish 10, 11, 12.....	First Year Spanish

NOTE.—Students who present one entrance credit in American History from an accredited high school should substitute for the history requirement nine additional term-hours from the electives.

*Second Year**Required Courses*

Education 20.....	Elementary Psychology
Education 21.....	The Teaching Process
Education 22.....	Rural School Problems
English 20, 21, 22.....	English Literature
History 20, 21, 22.....	English History
Mathematics 20, 21.....	Plane Geometry
Mathematics 24.....	Arithmetic
Physical Education 20, 21, 22.....	Advanced Floor Work and Games

Electives (nine term-hours) to be chosen from the following courses:

Agriculture 10.....	Introduction to Agriculture
Agriculture 11, 12.....	Elementary Horticulture
Agriculture 15, 16.....	Elementary Animal Husbandry
Chemistry 20, 21, 22.....	Elementary Chemistry
Commerce 20, 21, 22.....	Stenography
Drawing 20.....	Elementary Drawing
French 30A, 31A, 32A.....	Beginners' French
Home Economics 20.....	Sewing and Textiles
Home Economics 21, 22.....	Foods
Latin A, B, C.....	Beginners' Latin
Latin 20, 21, 22.....	Cicero
Manual Arts 20.....	Mechanical Drawing
Manual Arts 22.....	House Planning
Manual Arts 25.....	Benchwork and Woodturning
Manual Arts 27.....	Carpentry and Framing
Music 20.....	General Course
Spanish 20, 21, 22.....	Second Year Spanish
Spanish 30A, 31A, 32A	Beginners' Spanish

NOTE.—Students who present two entrance credits in history from an accredited high school may substitute for the history requirement nine additional term-hours from the electives.

Women students requiring special work in physical education may, with the consent of the instructor, substitute Physical Education 24, 25, 26 for courses 20, 21, 22.

FRESHMAN AND SOPHOMORE YEARS

The work of the Freshman and Sophomore years has been grouped in five curricula, based upon the various plans of the students. Those desiring to teach in the kindergarten, primary, or intermediate grades should choose the corresponding curriculum; students selecting the high school or special courses curriculum should choose a major subject and arrange their course of study in consultation with the head of the department in which the major work is to be done.

CURRICULUM I—KINDERGARTEN**FRESHMAN**

Education 30, 31.....	Educational Psychology
Education 32.....	Classroom Management and Observation
Education K 33, 34, 35.....	Kindergarten Education
English 30, 31, 32.....	Composition, Rhetoric
Biology 34.....	Human Physiology
Biology 35.....	Human Diseases
Biology 36.....	Hygiene and Sanitation
Drawing 30, 32.....	Practical Drawing
Drawing 31.....	Art History

SOPHOMORE

Education 40.....	Child Study
Education 41.....	Principles of Teaching
Education 42.....	History of Modern Education
Education 45, 46, 47.....	Practice Teaching
English 40, 41, 42.....	English Literature
Music 30, 31, 32.....	Public School Music
Elective	Nine term-hours

CURRICULUM II—PRIMARY GRADES**FRESHMAN**

Education 30, 31.....	Educational Psychology
Education 32.....	Classroom Management and Observation
Education P 33, 34, 35.....	Primary Education
English 30, 31, 32.....	Composition, Rhetoric
Biology 34.....	Human Physiology
Biology 35.....	Human Diseases
Biology 36.....	Hygiene and Sanitation
Drawing 30, 32.....	Practical Drawing
Drawing 31.....	Art History

SOPHOMORE

Two of the following:

Education 40.....	Child Study
Education 41.....	Principles of Teaching
Education 42.....	History of Modern Education
Education 45, 46, or 47.....	Practice Teaching (one quarter)
English 40, 41, 42.....	English Literature
Music 30, 31, 32.....	Public School Music
First Elective.....	Nine term-hours in Group 2
Second Elective.....	Nine term-hours

CURRICULUM III—INTERMEDIATE GRADES**FRESHMAN**

Education 30, 31.....	Educational Psychology
Education 32.....	Classroom Management and Observation
Education I 33, 34, 35.....	Education in the Intermediate Grades
English 30, 31, 32.....	Composition, Rhetoric
Biology 34.....	Human Physiology
Biology 35.....	Human Diseases
Biology 36.....	Hygiene and Sanitation
Drawing 30, 32.....	Practical Drawing
Drawing 31.....	Art History

SOPHOMORE

Two of the following:

Education 40.....	Child Study
Education 41.....	Principles of Teaching
Education 42.....	History of Modern Education
Education 45, 46, or 47.....	Practice Teaching (one quarter)
English 40, 41, 42.....	English Literature
Music 30, 31, 32.....	Public School Music
First Elective	Nine term-hours
Second Elective	Nine term-hours

CURRICULUM IV—HIGH SCHOOL**FRESHMAN**

Education 30, 31.....	Educational Psychology
Education 32.....	Classroom Management and Observation
English 30, 31, 32.....	Composition, Rhetoric
First Elective	Nine term-hours in Group 1
Second Elective	Nine term-hours in Group 2
Third Elective	Nine term-hours

SOPHOMORE

Two of the following:

Education 40.....	Child Study
Education 41.....	Principles of Teaching
Education 42.....	History of Modern Education
Education 45, 46, or 47....	Practice Teaching (one quarter)
English 40, 41, 42.....	English Literature
First Elective	Nine term-hours in Group 1 or 2
Second Elective	Nine term-hours in Group 2
Third Elective	Nine term-hours

CURRICULUM V—SPECIAL COURSES

FRESHMAN

Education 30, 31.....	Educational Psychology
Education 32.....	Classroom Management and Observation
English 30, 31, 32.....	Composition, Rhetoric
First Elective	Nine term-hours in Group 3
Second Elective	Nine term-hours in Group 1 or 2
Third Elective	Nine term-hours

SOPHOMORE

Two of the following:

Education 40.....	Child Study
Education 41.....	Principles of Teaching
Education 42.....	History of Modern Education
Education 45, 46, or 47.....	Practice Teaching (one quarter)
English 40, 41, 42.....	English Literature
First Elective	Nine term-hours in Group 3
Second Elective	Nine term-hours in Group 1 or 2
Third Elective	Nine term-hours

Electives have been arranged in the following groups:

Group 1	Group 2	Group 3
Biology	French	Commerce
Chemistry	History and Economics	Drawing
Mathematics	Latin	Home Economics
Physics	Spanish	Manual Arts
		Music
		Physical Education
		Reading

COURSES OF STUDY

Courses numbered from 10 to 19 are First Year courses; those numbered from 20 to 29 are, as a rule, open only to Second Year students. All courses numbered 10 to 29 are offered in the Normal School division and are not of college rank. Classes in each of these courses are met four times per week, each recitation being of one hour's duration.

Courses numbered from 30 to 39 are Freshman courses, but they are also open to students of Sophomore rank; those numbered from 40 to 49 are, as a rule, open only to Sophomore students. All courses numbered from 30 to 49 are offered in the Normal College division, and are of college rank. Unless otherwise stated, classes in this division meet three times per week, the student receiving in each subject three term-hours' credit per quarter.

DEPARTMENT OF AGRICULTURE

MR. STUDHALTER

Agriculture 10. Introduction to Agriculture.

The fundamental principles involved in the commercial production of plants and animals are considered in this course. Open to First and Second Year students.

Agriculture 11. Elementary Horticulture.

This course presents a foundation for the growing of vegetables, fruits, and nuts. The vegetable garden receives especial attention. Open to First and Second Year students. No prerequisite, but intended to follow Agriculture 10.

Agriculture 12. Elementary Horticulture.

The work of this quarter is a continuation of that presented in Agriculture 11. Emphasis is placed on orchard fruits, nut trees, and berries. Open to First and Second Year students. Prerequisite: Agriculture 11.

Agriculture 15, 16. Elementary Animal Husbandry.

The work of these quarters covers an elementary consideration of the principles of animal husbandry. Open to First and Second Year students. No prerequisite, but intended to follow Agriculture 10.

DEPARTMENT OF BIOLOGY

MR. STUDHALTER

Biology 30, 31, 32. Biological Principles.

In these units the fundamental principles underlying both plant and animal life are studied. The major topics considered are as follows: morphology and physiology of the cell, cell division, cell aggregation and division of labor, morphology and physiology of the higher plants and animals, the animal groups from the Protozoa to the mammals, the plant groups from the algae to the seed plants, taxonomy, ecology, and evolution. These courses are prerequisite to all courses in biology numbered between 40 and 49. One laboratory period and three hours of recitation, lecture, or quiz per week. Credit: 4 term-hours.

Biology 34. Human Physiology.

A study is made of the functions of the various organs of the human body. Courses 34, 35, 36 are designed more particularly to meet the requirements of prospective teachers in the kindergarten, primary, and intermediate grades, and of those students majoring in home economics and in physical education. Credit: 4 term-hours.

Biology 35. Human Diseases.

The cause, prevention, and control of human diseases are discussed. Some of the disease-producing organisms are studied in the laboratory, together with the bacteriological methods involved. Credit: 4 term-hours.

Biology 36. Hygiene and Sanitation.

The principles underlying the conservation of health are illustrated through a study of personal hygiene and cleanliness, and the sanitation of homes and schools and their surroundings. Credit: 4 term-hours.

Biology 40, 41. Plant Physiology.

Various physiological processes of plants, such as absorption, transpiration, respiration, growth, nutrition, responses to stimuli, and reproduction, are considered from a more advanced point of view than in Biology 30, 31, 32. Prerequisites: Biology 30, 31, 32, or their equivalents.

Biology 43. Taxonomy of Seed Plants.

The classification of the seed-bearing plants is considered in the classroom and herbarium, with occasional trips into the field. Prerequisites: Biology 30, 31, 32, or their equivalents.

*Biology 46. Diseases of Plants.**Biology 47. Entomology.**Biology 48. Biological Evolution.*

DEPARTMENT OF CHEMISTRY

MR. WALKER

Chemistry 20, 21, 22. Elementary Chemistry.

These three courses are designed for the presentation of a model high school course in chemistry. An effort is made to relate the subject to the daily needs and interests of the student and to show him the industrial importance of chemistry in the development of a nation. These courses are designed to meet needs of students who are taking up the study of home economics or agriculture, as well as those who mean to specialize in physical science. Students who intend to teach physical science in a high school should take this course. Two lectures or recitations and four laboratory hours per week.

Chemistry 30, 31. General Chemistry.

This course is intended to give the student a thorough training in the fundamentals of general chemistry. Practical applications and methods of teaching the subject, however, are kept in mind. Two lectures or recitations and four laboratory hours per week. Credit: 4 term-hours.

Chemistry 32. Qualitative Analysis.

The lectures of this course deal with the chemistry of analytical reactions. Special attention is given to the development and application of the laws of chemical equilibrium and solutions. One lecture or recitation and six laboratory hours per week. Prerequisites: Chemistry 30, 31, or their equivalents.

Chemistry 33. Practical Chemistry.

This course deals with the application of chemistry to the problems of the household, garden, shop, and municipality. It also makes a study of a few industrial problems, such as photography, sanitation, fuels, cleaning, bleaching, dyeing, batteries, electroplating, insecticides, fungicides, and fertilizers. Three lectures and two laboratory hours per week. Credit: 4 term-hours.

Chemistry 40, 41. Elementary Organic Chemistry.

The aim of these two units is to present the groundwork of organic chemistry. Students who specialize in biology or home economics will need this course to prepare them for advanced work. The aliphatic series is presented in some detail, and some work is done with the more important aromatic compounds. Two lectures or recitations and three laboratory hours per week. Prerequisites: Chemistry 30, 31, or their equivalents.

Chemistry 42. Food Chemistry.

This course is designed for the home economics students, but it is of general interest. A study of fats, carbohydrates, and proteins is made in some detail. Two lectures and three laboratory hours per week. Prerequisites: Chemistry 40, 41.

DEPARTMENT OF COMMERCE

MR. PENROD

The courses in this department are intended to prepare teachers to take charge of stenographic departments in the various high schools.

Commerce 10. Elementary Bookkeeping.

A study is made of the principles of double entry bookkeeping, including sales book, cash book, purchases book, journal, and ledger. The laboratory work covers one month's business.

Commerce 11. Bookkeeping and Accounting.

The topics considered are these: commercial paper, endorsements, notes receivable, notes payable, equipment and fixtures account, the balance sheet, and profit and loss statement. The laboratory work covers one month's business. Prerequisite: Commerce 10.

Commerce 12. Bookkeeping and Accounting.

Real estate, land, building, interest, revenue, and capital and investment accounts are studied in this course. Laboratory work covers one month's business. Prerequisite: Commerce 10, 11.

Commerce 20. Stenography.

A study is made of word signs and phrases. The course covers lessons 1 to 15, inclusive, in the Gregg manual, and lessons 1 to 15, inclusive, of touch typewriting.

Commerce 21. Stenography.

The Gregg manual is completed and the shorthand plates transcribed on the typewriter. Supplementary work is also given. Prerequisite: Commerce 20.

Commerce 22. Stenography.

The manual is reviewed and *Progressive Exercises* are studied. The laboratory work in typewriting consists of a continuation of the work in the chart, with a certain amount of outside typewriting. Prerequisites: Commerce 20, 21.

Commerce 30A, 31A, 32A. Beginners' Stenography for College Students.

The work of these courses consists of a complete study of the Gregg's *Shortland* and the first half of the Typewriting Chart. Supplementary typewriting is required.

Commerce 30. Advanced Stenography.

The work of this course consists of dictation and transcription of prepared lessons. Prerequisites: Commerce 20, 21, 22, or 30A, 31A, 32A.

Commerce 31. Advanced Stenography.

Transcription of new matter and speed tests are emphasized. A short course in typewriter mechanics is included.

Commerce 32. Office Training for Stenographers.

The work of this course consists of office training in filing, tabulating, and in the handling of business letters.

Commerce 33, 34. Elementary Accounting.

A study is made of systems and of partnership accounting. The laboratory work covers partnership studies.

Commerce 35. Mercantile Accounting.

This course covers a consideration of shipments, consignments, and the different books of original entry, with especial emphasis on their advantages, on posting from them, and on the results obtained.

Commerce 40. Corporation Accounting.

The corporation is here considered, with its advantages, how it is created, how dissolved, its stock, and its stockholders.

Commerce 41. Advanced Accounting.

This is a continuation of corporation accounting; a study is made of accounts from their origin to their places in accounting.

Commerce 42. Advanced Accounting.

Special accounting and auditing are featured, with office practice.

DEPARTMENT OF DRAWING

MISS —————

Drawing 10. Elementary Drawing.

The work of this course consists of freehand perspective, lettering, object drawing, design, color, landscape, still life, and picture study.

Drawing 20. Elementary Drawing.

Lettering, object drawing, flowers, fruits, trees, posters, design, construction, and story illustrating constitute the material for this course.

Drawing 30. Practical Drawing.

The practice and theory of lettering, color, perspective, light and shade, landscape, plant life, design, and construction are covered during this quarter. An opportunity is given those students intending to teach in the primary or intermediate grades to do special work along the line of primary art.

Drawing 31. Art History.

A brief but comprehensive history of art is presented, covering all of the great periods from the Egyptian, through the Grecian and the Italian Renaissance, to the present day.

Drawing 32. Practical Drawing.

This is a continuation of Drawing 30, with emphasis on landscape, design, and construction.

DEPARTMENT OF EDUCATION

MR. STIGLER, MISS BILLINGSLEY, MISS VANDIVER

Education 10. How to Study.

The purpose of this course is to improve the study habits of the students. Right methods of study are discussed in order that the members of the class may become self-critical of their habits of thinking, reasoning, and memorizing. Application of these principles is made in the subject matter and study periods which compose each student's daily program.

Education 20. Elementary Psychology.

A careful treatment of the development of the child's mind is fundamental in this course. Such topics as the development of the instincts, the formation of percepts, and the self-activity of the child receive attention.

Education 21. The Teaching Process.

This course aims primarily to make practical application of the fundamental principles of mental development. The problems of the elementary school, such as the selection and presentation of subject matter, and individual differences are emphasized.

Education 22. Rural School Problems.

The purpose of this course is to develop a knowledge of the problems of the country school. The management of pupils and materials, the manner of conducting the recitations, and the relation of rural school activities to the community life are fundamentals in this course.

Education 30, 31. Educational Psychology.

This course consists of a brief study of the nervous system as a physiological basis for the understanding of mental life. Sensation, habit-formation, thought, reason, memory, and other phases of mind are considered, together with their practical application and their significance to educational growth.

Education 32. Classroom Management and Observation.

The principles of teaching discussed in educational psychology are emphasized and practical application of these principles is made in classroom exercises. A study is made of the physical features of the schoolroom and pupil conduct. Demonstration lessons are given in connection with this course.

Education K 33. Kindergarten Education.

This course consists of a study of Froebelian theory, gifts, and occupations, the Montessori material, and the free kindergarten. Observation is made in the kindergarten.

Education K 34. Kindergarten Education.

This course consists of a study of juvenile literature for the purpose of selecting fairy tales, rhymes, legends, stories, and poems which

are suitable for this stage of growth. Stories are adapted and classified in the course.

Education K 35. Kindergarten Education.

The various theories of play, the plays of early childhood, and the construction activities are studied in this course. Industrial arts, the adaptation of plays, and games form part of this work. Demonstration is made in the kindergarten.

Education P 33. Primary Education.

This course consists of a study of the reading process in the light of the principles of psychology and child growth. Problems pertaining to lesson plans, selection of subject matter, study of text-books, and the State course of study are features of this course. Demonstration and observation are made in the training school.

Education P 34. Primary Education.

Oral and written language content, language methods, and games constitute the basis of this course. Stories are studied, classified, adapted, and language texts are examined. Demonstration and observation are made in the training school.

Education P 35. Primary Education.

Number work suitable for primary grades, types of occupation which lend themselves to the application of number, the development of number sense through plays and games constitute the chief work of this course. Demonstration lessons in problem and project methods are given. The State course of study and primary number texts are examined.

Education I 33. Education in the Intermediate Grades.

In this course the dominant characteristics of the preadolescent and early adolescent periods are made fundamental. Methods of instruction, significance of group activities, and management of pupils are studied. Observation and demonstration are made in the training school.

Education I 34. Education in the Intermediate Grades.

The principles underlying curricula making, the planning of unit lessons, the study of the problem and project method, and the socialized recitation are fundamentals of this course. The State course of study and history and arithmetic texts are examined. Observation and demonstration are made in the training school.

Education I 35. Education in the Intermediate Grades.

The best methods for securing rapid and comprehensive silent reading, the efficient use of oral and written English, together with the selection of suitable subject matter, form the nucleus of this course. Reading and language texts are studied, and demonstration lessons in reading and language appreciation are given.

Education 40. Child Study.

In this course a study is made of child growth, mental, physical, and social. Problems of heredity and environment are included and also a study of the individual characteristics of distinct periods of growth.

Education 41. Principles of Teaching.

The principles of the learning process, the problems of teaching how to study, skill in classroom instruction, recognition of motive and initiative, and the factors involved in the selection of subject matter form the nucleus of this course.

Education 42. History of Modern Education.

This course aims to show the changes which have taken place in educational theories, and to trace their connections with social conditions. The influence of Rousseau, and the educational contributions of Locke, Pestalozzi, Herbart, Froebel, and present-day educators are studied.

Education 45, 46, 47. Practice Teaching.

Classroom teaching by the student under the direction of the training school supervisors is the essential part of this course. The teaching is supplemented by assigned readings, reports, personal conferences, daily lesson plans, and demonstration lessons. The course is practical in order that the student teacher may acquire skill in applying pedagogical principles to classroom situations.



A CORNER OF THE HOME ECONOMICS LABORATORY

DEPARTMENT OF ENGLISH

MISS AYNESWORTH, MISS BREWER

English 10, 11, 12. English Grammar and Composition.

The course includes a thorough review of grammar and a comprehensive study of the principles of composition. Suitable classics are studied in connection with the work in grammar and composition, and weekly themes are required in addition to the usual exercises for drill. Frequent conferences bring teacher and pupil together and furnish a means of eliminating individual difficulties. The object of the course is to train the student to use his mother tongue idiomatically in speech and in writing, and to lay a sure foundation for a fuller appreciation of our language and literature. Prerequisite: Two years' work in English in a standard high school, or a satisfactory examination.

English 20, 21, 22. English Literature.

This course is primarily a study of specimens of English literature. While a text-book in the history of our literature is used, emphasis is placed on a first-hand study of the literature belonging to the various periods. Themes based on the classics studied are required frequently, and a higher degree of accuracy and fluency than is expected from First Year students is insisted upon. Prerequisite: English 10, 11, 12, or their equivalents.

English 30. Composition and Rhetoric.

This course includes a study of the rhetoric of the whole composition, of the paragraph, and of the sentence; the analysis of selected masterpieces of English prose; and the writing of weekly and class themes. Parallel reading is assigned. Prerequisites: English 20, 21, 22, or their equivalents.

English 31. Composition.

The work of this course is a further study of the principles of composition and of illustrative specimens, with special attention to exposition and argument. There is abundant practice in writing. Prerequisite: English 30.

English 32. Composition.

This course comprises a study of the rhetoric of narration and description; analysis of prose masterpieces, chiefly narration and description; written work; parallel reading. Prerequisite: English 30.

English 40. English Literature.

This course deals with the history and development of English literature from Caedmon to Shakespeare. The work includes text-book assignments, the study of representative works of the period, and numerous essays. Prerequisites: English 30, 31, 32, or their equivalents.

English 41. English Literature.

This is a continuation of English 40. The period covered is that from Shakespeare to Thomson. Prerequisites: The same as for English 40.

English 42. English Literature.

This is a continuation of English 41. It deals with the history and development of literature since the reign of classicism. Prerequisites: The same as for English 40.

English 43. Advanced English Composition.

This is an elective course intended for students who have a good working knowledge of composition and who desire to do more writing than is afforded by English 30, 31, 32. It involves a study of rhetorical principles and their application in certain masterpieces of English prose, but chief stress is laid on the writing of essays. Prerequisites: English 30, 31, 32.

English 44. Advanced English Composition.

This is a continuation of English 43. Special attention is given to narration. Prerequisites: The same as for English 43.

English 45. Advanced English Composition.

This is a continuation of English 44. The study and the writing of the short story constitutes the greater part of the quarter's work. Prerequisites: The same as for English 43, 44.

DEPARTMENT OF FOREIGN LANGUAGES

MISS ELLIOTT, MISS COWAN,* MISS ———

I. SPANISH

Spanish 10, 11, 12. Beginners' Spanish.

Text-books and note-books serve as a basis for drill in reading, conversation, dictation, and a study of elementary grammar.

Spanish 20, 21, 22. Second Year Spanish.

This course consists of conversation, reading, composition, dictation, and careful attention to verbs and pronouns in the study of the grammar. Prerequisites: Spanish 10, 11, 12, or their equivalents.

Spanish 30A, 31A, 32A. Beginners' Spanish for College Students.

Reading, conversation, dictation, and simple composition are stressed, and in the spring quarter special attention is given to elementary grammar.

Spanish 30, 31, 32. Second Year College Spanish.

Conservation, composition, reading, and the completion of the grammar with special emphasis on the verb forms, uses of pronouns, and the subjunctive mood, form the basis of the course. Prerequisites: Spanish 10, 11, 12, and 20, 21, 22; or Spanish 30A, 31A, 32A; or their equivalents.

Spanish 40, 41, 42. Third Year College Spanish.

This course is based on composition, a thorough treatment of the grammar, reading from selected texts, a brief survey of the history of Spanish literature, and conversation and reports in Spanish. Prerequisites: Spanish 30, 31, 32, on their equivalents.

Spanish 43. Methods and Text-books in Spanish.

An independent course designed especially for students who intend to teach Spanish or to take advanced work later in Spanish. Attention is given to methods of presenting the language and to text-books and grammars suited to high school courses. Reading, composition, reports, and discussion constitute the basis of the course. Prerequisites: Spanish 30, 31, 32, or their equivalents.

II. FRENCH

French 30A, 31A, 32A. Beginners' French for College Students.

Reading, conversation, simple composition, and elementary grammar constitute the basis of the course.

III. LATIN

Latin A, B, C. Beginners' Latin.

This is a beginner's course, conducted by the direct method. It is offered for two groups of students: (1) those desiring to absolve the pre-

*Absent on leave for session of 1921-22.

requisites for Latin 10, 11, 12; and (2) college students who desire a general elective; in the latter case, it is to be used as a free elective, but may not be used to absolve the language requirements for diplomas. It is of value to students of English, modern language, and science.

Latin 10, 11, 12. Caesar's "Gallic War."

Books I-IV are covered, with selections from the other books. Grammar and prose composition are stressed.

Latin 20, 21, 22. Cicero.

The work of these courses includes *Orations against Catiline*, I-IV; *Pro-Lege Manilia*; Vergil, Books I-II; prose composition, and syntax. In connection with Vergil's *Aeneid*, a study of mythology, versification, and derivation is made.

Latin 30, 31, 32. Reading Courses.

In these courses a study is made of Cicero's *De Senectute* and *De Amicitia*; of selections from Roman historical literature; Vergil, Books IV-VI; prose composition, and syntax.

Latin 40, 41, 42. Selected Reading.

These units include Books I-II, or XXI-XXII of Livy; Selected Odes and Epodes of Horace; and *Pro Murena* of Cicero.

DEPARTMENT OF HISTORY AND ECONOMICS

MR. HENDERSON

I. HISTORY

History 10. History of the United States.

The period covered is from 1492 to 1830. History 10 and 11 are equivalent to the course in United States history offered by the standard high schools.

History 11. History of the United States.

The period from 1830 to the present time is covered in this unit.

History 12. Civics.

This course aims at training in practical citizenship. Special emphasis is placed upon local institutions and their development in the United States.

History 20. English History.

The period covered is from 55 B. C. to 1603. This course is offered to those who have had a course in ancient and mediaeval history in a standard high school.

History 21. English History.

England in the seventeenth and eighteenth centuries constitutes the work of this course. It is a continuation of History 20.

History 22. English History.

English imperialism is emphasized in this course, special attention being given to England's attitude toward her imperial possessions.

History 30. American History.

This unit covers a consideration of the social, economic, and political history of the English colonies in America to 1750. It is intended for those who have had History 10, 11, 12, or their equivalents.

History 31. American History.

The period considered is from 1750 to 1830. Movements toward political unity and national consciousness are emphasized. Prerequisite: History 30.

History 32. American History.

The period from 1830 to the present time is studied. Sectional division, the reunion of the States, present political party organization and government, and the economic importance of the United States constitute the subjects for this course. Prerequisites: History 30, 31.

History 33. Latin America.

Spanish colonization in America constitutes the basis of this unit. This and the two following courses are for those who wish to make a special study of our relations to the Spanish-American peoples.

History 34. Latin America.

This is a continuation of History 33. The course considers the South American republics.

History 35. Latin America.

A study is made of the Mexican people and their institutions, the economic importance of Mexico, and the relations between the United States and Mexico.

History 40. European History.

Europe in the eighteenth century is considered in this unit. A study is made of the periods of French ascendancy under Louis XIV and under Napoleon Bonaparte, the rise of Prussia and Russia, the French Revolution, and the commercial rivalry between nations. Prerequisites: One college year in history.

History 41. European History.

A study is made of Europe in the nineteenth century. The overthrow of absolutism, rise of the Balkan States, and imperial policies of the nations constitute the subject matter for this course. Prerequisite: History 40.

History 42. Europe and the Far East.

This course considers the problems arising out of the scramble of the European nations for concessions in the Far East. Prerequisites: History 40, 41.

II. ECONOMICS

Economics 40. Introduction to Economics.

General principles of production, distribution, and consumption of wealth constitute the basis for this course. Prerequisite: Sophomore standing.

Economics 41. Introduction to Economics.

Money, credit, and exchange; the tariff question; monopolies and trusts constitute the material for consideration in this course.

Economics 42. Introduction to Economics.

This is a continuation of Economics 40 and 41. Labor problems and organizations; profit-sharing; social reforms, etc., are studied.

DEPARTMENT OF HOME ECONOMICS

Miss _____.

The aim of this department is to afford practical and specific training in home economics, and a comprehensive knowledge of household management, with a background of food sanitation, physiology and hygiene, and some instruction in elementary applied art and design as it is related to food and clothing.

Students are required to furnish all materials used for making garments for themselves in the sewing classes. Materials used in cooking are furnished by the school.

If students desire to major in home economics, they should take in their Freshman year Chemistry 30, 31, 32, and Biology 34, 35, 36.

Home Economics 10. Elementary Sewing.

A study is made of the elementary principles used in plain hand and machine sewing. Practice is given in the making of simple stitches, straight rule drafting, and the selecting of appropriate materials to be used in the making of simple undergarments. Two laboratory periods and two lectures per week.

Home Economics 11. Elementary Cooking.

This course deals with the principles involved in the selection and preparation of food, and its relationship to the body. Two laboratory periods and two lectures per week.

Home Economics 12. The Home.

This course includes the study of the home from the standpoint of construction, sanitation, care, and management. Students who have had some previous training in home economics or the equivalent of courses 10, 11, 12, will be allowed to take courses 20, 21, 22. Two laboratory periods and two lectures per week.

Home Economics 20. Sewing and Textiles.

This is a more advanced study of underwear problems, the making of simple wash dresses, and the use of the commercial patterns. A general consideration of the animal and plant fibers forms the textile part of this course. Two laboratory periods and two lectures per week. Prerequisites: Home Economics 10, 11, 12, or their equivalents.

Home Economics 21. Foods.

In this course emphasis is placed upon composition and manufacture of food, and the preparation of it for body use. A general study of food groups is taken up, and their relationship to each other is considered from the standpoint of nutritive and fuel value. Two laboratory periods and two lectures per week. Prerequisites: Home Economics 10, 11, 12, or their equivalents.

Home Economics 22. Foods.

This course is a continuation of Home Economics 21.

Home Economics 30. Foods and Elementary Dietetics.

A further study is made of the principles developed in Home Economics 21, 22 from the standpoint of food requirements and of economy of labor, time, and money. Two laboratory periods and two lectures per week. Prerequisites or parallel courses: Home Economics 21, 22; Chemistry 30, 31, 32.

Home Economics 31. Foods.

This course follows Home Economics 30, and deals with nutritive functions of proteins, fats, carbohydrates, and minerals, and their relationship to health and disease.

Home Economics 32. Household Management.

A study is made of the principles governing production and consumption in the home, standards of living, division of the family budget, and household accounts. Two laboratory periods and two lectures per week. Prerequisites: Home Economics 30, 31.

Home Economics 40. Design.

This course is the study of the principles underlying applied design, such as costume design, with the desire to develop within the student an appreciation of the beauty and harmony that may be obtained by means of line, mass, and color.

Home Economics 41. Serving.

An application is made of the principles of the planning, cooking, and serving of meals for all occasions.

Home Economics 42. Dietetics.

The purpose of this course is to study the energy requirements of normal individuals and normal families with their varying needs. The preparation and weighing of 100 calorie portions of foods will be made in order to develop within the student an ability to compare the nutritive value and cost of various foods. Two laboratory periods and two lectures per week. Prerequisites: Home Economics 30, 31, 32; Chemistry 30, 31, 32. Credit: 4 term-hours.

DEPARTMENT OF MANUAL ARTS

MR. SMITH

I. MECHANICAL DRAWING AND DESIGN

Manual Arts 10. Elementary Mechanical Drawing.

This is an elementary course covering the fundamentals of mechanical drawing. It is planned to give thorough instruction in the use of drawing tools, freehand lettering, simple working drawings, geometric constructions, and isometric drawing. Each student is expected to make a tracing and blueprints for shop use.

Manual Arts 11. Freehand Drawing.

This is the same as Drawing 10. See page 29.

Manual Arts 20. Mechanical Drawing.

In addition to the continuation of the study of lettering and working drawings, this course takes up intersections and developments, mechanical perspective, additional forms of oblique projections, and more complicated working drawings. Special attention is given to dimensioning, the technique of finished work, and drawing conventions.

Manual Arts 22. House Planning.

This unit is intended to meet the demand for a course which will assist in solving the many problems confronted when planning and building a home. Each student is expected to draw the plans, elevations, details, and perspective of a small cottage. A yard plot is also made. Class discussions are given on the following and on kindred topics: foundations, walls, floors, roof, masonry, plumbing, costs, water supply, outbuildings, sanitation, interior decoration, painting, and wood finishing. This is a course suitable for girls. When time permits, plans are made describing projects of school or community interest. Manual arts students may elect Manual Arts 22 or 27.

Manual Arts 30. Furniture Design.

This course deals with the designing of both simple and elaborate furniture. A series of designs suitable for a high school course of study is worked out. The aim of the work is to design artistic furniture which is practically and structurally correct. Prerequisite: Manual Arts 20, or its equivalent.

Manual Arts 31. Shop Sketching and Lettering.

(a) The first half of the course is spent in sketching from castings, furniture, and building details. Some work is done in memory sketching and in perspective from working drawings.

(b) This is a more intensive study of lettering than that which is given in the regular mechanical drawing courses. Some poster design is done during the latter part of the quarter.

Manual Arts 32. Machine Drawing.

This is an elementary course in machine drawing. It deals with the conventions of machine parts, details, and assembly drawings. Tracing

and blueprinting are done and materials are studied. Prerequisite: Manual Arts 10, or its equivalent.

Manual Arts 39. Applied Design.

This is a course suitable for both manual arts and domestic science students. It deals with the theory of color and design as applied to work in wood, metal, leather, clay, and other materials suitable for use in the grammar grades. Some attention is also given to stenciling and to other problems of household decoration.

Manual Arts 40. Advanced Machine Drawing.

This is a continuation of Manual Arts 32. The interference of parts, cams, and gears is considered. Prerequisite: Manual Arts 32, or its equivalent.

Manual Arts 41. Architectural Drawing.

This is a course in architecture dealing with: (a) symbols, conventions, and representations; (b) residence design, including a complete set of plans, elevations, details, and perspective; (c) tracing, blueprinting, and lettering; (d) specifications and costs; and (e) the plans for a school or community building. Prerequisite: Manual Arts 31 or 32, or their equivalent.

II. SHOP WORK

Manual Arts 15. Farm Carpentry.

This course will aid those who have had no previous shop work to secure a working knowledge of common tool processes. The problem of introducing manual arts into the rural school with a minimum of equipment is discussed. During the course a number of carpentry projects are worked out, and equipment, materials, and courses of study receive some attention.

Manual Arts 25. Benchwork and Woodturning.

This course deals with the care and use of the common hand tools. Simple problems in joinery are undertaken. A study is also made of such allied subjects as lumber, hardware, and wood finishing. During the latter part of the course each student is expected to familiarize himself with the use of the woodturning lathe.

Manual Arts 27. Carpentry and Framing.

This is a course in house carpentry and roof framing.

Manual Arts 33. Elementary Machine Shop and General Metal Working.

This course is intended to show the possibilities of a subject which should receive more attention than is usually given it in the average high school. A variety of work is done, such as benchwork, soldering, tin work, and plumbing; and the use of the machine lathe, forge, drill press, and grinder is taught.

Manual Arts 35. Elementary Cabinetmaking.

This is a course which includes projects of furniture making, such as various styles of chairs, tables, etc. The student is instructed in the

care, use, and adjustment of the common woodworking machines. Both individual projects and class jobs are undertaken, the latter with special attention to factory methods.

Manual Arts 36. Advanced Cabinetmaking.

This is a continuation of Manual Arts 35, and introduces projects which involve panelling and drawer construction. Advanced wood finishing is studied. Prerequisite: Manual Arts 35.

Manual Arts 37. Concrete Construction.

This course deals with the building of forms, and the mixing and casting of concrete. Such projects as sidewalks, flower pots, fence posts, etc., are undertaken. Experiments are conducted in the testing of raw materials and the strength of various mixtures. The problem of reinforcing is also considered.

Manual Arts 38. Technology of Woodworking.

This course is a study of the structure and properties of wood, lumbering, saw milling, forestry, and a consideration of common commercial woods and their distribution. The questions of supply, cost, and various economic problems connected with the production of lumber are discussed.

MR. SMITH and MR. STUDHALTER.

Manual Arts 45. Advanced Concrete Construction.

This is a continuation of Manual Arts 37. Problems of advanced reinforcement are undertaken and additional experiments made. New processes, such as swept up and cast work, are introduced. Prerequisite: Manual Arts 37.

Manual Arts 47. Advanced Machine Shop and Gas Engine.

This course continues Manual Arts 33, and introduces the use of the milling machine and more advanced processes on the other machines. The latter part of the course is devoted to the study of the gasoline engine, with special attention to the automobile. Practical work is done in automobile repair. Prerequisite: Manual Arts 33.

Manual Arts 49. Elementary Handwork.

This course is intended to prepare for industrial arts introduction in the intermediate grades. Several of the topics covered are cardboard construction, bookbinding, weaving, basketry, textiles, and similar subjects.

III. MANUAL ARTS EDUCATION

Manual Arts 34. History of Manual Arts.

This course deals with the history of manual training in our own schools and in foreign countries. A brief review is given of the early educational theories and systems. Special attention is given to the modern development of the manual arts, trade, vocational, and technical schools. Present-day problems are also discussed. Lectures, readings, and reports constitute the course.

Manual Arts 42. Organization of Manual Arts.

This course deals with the problems confronting the manual arts teacher in service. Such topics as the course of study, types of schools, equipment, supplies, lesson plans, records, demonstrations, costs, installation of machines, planning new departments, etc., are discussed. Lectures, readings, written reports, and drawings constitute the basis of the course.

Manual Arts 43. Teaching Manual Arts.

In this course methods of teaching are considered, with special reference to the manual arts. Typical lessons are developed in shop and drawing work preparatory to the work to follow in practice teaching. Problems of discipline, teachers' qualifications, and teachers' outside activities receive consideration.

Manual Arts 44. Vocational Guidance and Vocational Education.

This course deals with the problem of vocational guidance in the various types of schools. A part of the course considers the general problem of vocational education with special reference to the Smith-Hughes activities. The literature of the industrial arts is discussed during the latter part of this course. Readings, oral reports, discussions, lectures, and written work are the methods used in the course.

Manual Arts 49. Practice Teaching.

This course is required of all students who major in Manual Arts.

DEPARTMENT OF MATHEMATICS

MR. HARRIS

Mathematics 10. Elementary Algebra.

This course constitutes a review of the elementary principles of algebra, factoring, simultaneous equations, square root, radicals, and quadratics. Admission to this course is conditioned on one year's work in algebra in an approved high school, or a satisfactory examination in algebra to simple indeterminates.

Mathematics 11. Elementary Algebra.

The work of this quarter is a continuation of Mathematics 10, with more advanced work in factoring, fractions and radicals, literal equations, binominal theorem, ratio and proportion.

Mathematics 14. Arithmetic.

A review is made of the more important phases of arithmetic, stressing accuracy and rapidity.

Mathematics 20. Plane Geometry.

Books I and II of Plane Geometry are covered in this course.

Mathematics 21. Plane Geometry.

The work of this quarter covers Books III, IV, and V of Plane Geometry.

Mathematics 24. Arithmetic.

This is an advanced course, with methods.

*Mathematics 30, 31. Plane Trigonometry.**Mathematics 34. Solid Geometry.**Mathematics 40, 41. College Algebra.**Mathematics 42. Analytical Geometry.*

DEPARTMENT OF MUSIC

MISS BOYLE, MISS —————

Music 10. General Course.

Chorus work will correlate with the history and appreciation of music. Elementary harmony and sight-singing are included in the course.

Music 20. General Course.

This course includes song-types in chorus work, foundations and tendencies of modern music, harmony, and sight-singing. Prerequisite: Music 10, or its equivalent.

*Music 30. Teaching of Music in the Primary Grades.**Music 31. Teaching of Music in the Fourth and Fifth Grades.**Music 32. Teaching of Music in the Sixth and Seventh Grades.*

These three units are designed particularly for the students electing the kindergarten, primary, or intermediate curricula.

Music 34. Harmony.

The work of this course covers major and minor scales, intervals, major and minor triads, and perfect and imperfect cadences.

Music 35. Harmony.

A study is made of harmonization of given bass and soprano, original melodies, and dominant seventh chord in fundamental position.

Music 36. Harmony.

The work of this quarter includes secondary triads, inversions of triads, inversions of dominant seventh chord, harmonization of given bass and soprano, and original melodies.

Music 37. History and Appreciation of Music.

A consideration of types of music performed, the media of performance, and of the composers represented constitutes the basis of this course.

Music 38. History and Appreciation of Music.

This unit covers a review of the classical, the romantic, and the modern periods in music.

Music 39. History and Appreciation of Music.

A more intensive study is made of modern music, stress being laid upon the symphony orchestra, chamber music organizations, and opera companies.

In addition to the above courses, private instruction is offered in piano and violin.

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

MISS LANCASTER

The Department of Physical Education for Women is planned with the purpose of maintaining and promoting the health of the women students by means of exercises and the formation of habits of hygienic living. The courses also aim to prepare public school teachers to supervise physical education in the schools.

Attention is given to organized athletics in the College through the Athletic Association and the Athletic Council.

All women students are required to register for Physical Education 10, 11, 12, and 20, 21, 22; or 24, 25, 26; or 30A, 31A, 32A during the first two years of residence. Students majoring in physical education are advised to elect Biology 34, 35, 36 and Biology 30, 31, 32 as minors. Public school teachers should elect Physical Education 30, 31, 32, or Physical Education 40, 41, 42.

Physical Education 10, 11, 12. Elementary Exercises and Games.

Physical and medical examinations; Swedish gymnastics, tactics, marches, folk dances, and outdoor games suitable for public school work; and lectures on the formation of health habits are included in these units.

Physical Education 20, 21, 22. Advanced Floor Work and Games.

The activities of these courses consist of physical and medical examinations; floor work with apparatus, such as Indian clubs, wands, and dumbbells; instruction and practice in either basketball, indoor baseball, volley ball, tennis, or cross country walking.

Physical Education 24, 25, 26. Special Work.

Special attention and work are given to students physically unable to take the regular courses. The consent of the instructor is required for entrance.

Physical Education 30A, 31A, 32A. Advanced Floor Work and Games for College Students.

These units consist of more selected work than is offered in Physical Education 20, 21, 22.

Physical Education 30, 31, 32. Health Habits and Physical Education.

These units cover hygienic exercises, health habits, first aid instructions, importance of physical education in the public school curriculum, and methods of measuring and testing the body in making physical examinations.

Physical Education 40. Theory of Play.

Lectures and assigned readings are given on the theory and meaning of play, the psychology of play, the study of the age periods of children, and the characteristics and needs at the different ages.

Physical Education 41. Practice Work.

The work of this quarter consists of kindergarten-primary plays and games, methods of teaching gymnastics in the public schools, apparatus work, and graded work for public schools.

Physical Education 42. Coaching.

A study is made of organization of physical education and particularly of the athletic work in public schools, and of the theory and practice of coaching basketball, indoor baseball, volley ball, and tennis.

THE CHEMISTRY LABORATORY



DEPARTMENT OF PHYSICS

MR. WALKER

Physics 10. Mechanics and Heat.

Physics 11. Electricity and Magnetism.

Physics 12. Sound and Light.

These three units correspond closely to the high school course in physics as it is usually given in the best high schools. Stress is laid on the application of the principles learned to the experiences and phenomena of daily life. Three lectures or recitations and two laboratory hours per week.

Physics 30. Mechanics and Heat.

This course is more advanced than Physics 10. The laboratory work is more or less quantitative in its nature, and the treatment is fairly rigorous. An effort is made to lay a foundation for work in applied physics. Two lectures and three laboratory hours per week.

Physics 31. Magnetism and Electricity.

This unit is a continuation of Physics 30. Physics 30, 31 are prerequisites for all other courses in college physics. Two lectures or recitations and three laboratory hours per week. Prerequisite: Physics 30.

Physics 32. Applied Physics.

This course will be arranged to meet the needs and interests of the class. Different phases of household, shop and agricultural physics will be presented. Physics of the school plant, motors, generators, lighting systems, irrigation plants, gas engines, automobile physics, storage batteries, etc., are some of the phases of applied physics that may be considered in this course. Two lectures or recitations and three laboratory hours per week. Prerequisites: Physics 30, 31.

Physics 33. Sound, Light, and Invisible Radiations.

These subjects are treated as they are presented in most college texts of physics. Courses 30, 31, 33 make up the full college year in physics. Physics 32 may be substituted for 33. Two lectures or recitations and three laboratory hours per week. Prerequisites: Physics 30, 31.

DEPARTMENT OF READING

MISS _____.

Reading 10. Elementary Reading.

This course aims to direct attention to correct breathing, correct pronunciation, the analysis of selections, and reading from memory.

Reading 30. Prose Interpretation.

In this course a study is made of prose for the purpose of correct appreciation and expression.

Reading 31. Poetic Interpretation.

This course consists of a study of selected poems for the purpose of correct appreciation and expression.

Reading 32. Expression.

In this course a careful study is made of the method of preparing and delivering selections. Correct emphasis and modulation of voice in reading are features of this course.

Reading 33. Public School Methods for Grammar Grades.

In this course emphasis is put upon reading in the grammar grades and suggestions for public school entertainments.

Reading 34. Debate and Argumentation.

This course consists of a study of the principles of argumentation and debate. Participation in class debates is required of students in this course.

Reading 35. Dramatic Art.

This course consists of a study and dramatic presentation of classical and standard modern plays, and training is given in the planning of entertainments.

THE TRAINING SCHOOL

MR. STIGLER, *Director*

MISS BILLINGSLEY, *Primary Critic*

———, *Third and Fourth Grade Critic*

———, *Drawing Supervisor*

MISS LANCASTER, *Physical Training Supervisor*

The chief purpose of the Training School is to make the student teacher through observation and practice familiar with the organization, conduct, and control of a public school of the first class. The Training School affords an opportunity for the demonstration of psychological and pedagogical principles which have been studied in the classroom, and also furnishes real school conditions for actual teaching by the practice teacher.

The Training School this year will consist of the first four grades. Each grade is limited to twelve pupils. There is no tuition and all textbooks are furnished.

While the Training School is the normal college laboratory, it is at the same time the real heart of the institution. The children are not "practiced on" by unprepared and untrained students, but on the other hand, recipients of expert teaching. No student is allowed to teach until he is mature, and has undergone a long period of careful preparation for his work. He observes good teaching first, then makes his lesson plans, which must be approved by the supervising teacher. This done, he is permitted to teach the children, which teaching is always done in the presence of and under the supervision of a supervisor.

Following is a list of the pupils who enrolled in September, 1920:

First Grade—William Azbell, Janie Bless, Nell Ellington, John Kerknot, William Lee, Emily Livingston, Grace Newell, Anna Dee Phelps, Temple Pouncey, Doris Reese, Sybil Robertson.

Second Grade—Bird Babcock, Helen Baines, Alfred Neil Brown, Vincent Cook, Winifred Kennedy, Lucile McNally, Jessie Peters, Maybelle Reese, Annie Kate Sandifer, Alma Teske, Anja Wilson.

THE SUMMER QUARTER AND SUMMER NORMAL

During the Summer Quarter a large number of the credit courses offered during the regular session are repeated, both in the Normal School and in the Normal College. In this way an opportunity is offered students to do advanced work in any of the departments, or to complete during the summer the regular courses outlined in the curricula, without being in attendance during the regular session.

All classes in the Normal School division meet four times per week and each numbered course continues throughout the twelve weeks of the quarter. No credit is given unless the student is in attendance for the full quarter.

In the Normal College division, the Summer Quarter is divided into two terms of six weeks each. By meeting classes every day, it is possible for a student in this division to receive complete credit for a full quarter's work by being in attendance during either term of the Summer Quarter, and for two consecutive quarters' work by attending classes throughout the summer. Furthermore, it is possible in some departments to arrange courses so that a full year's work (nine term-hours) may be completed in the Summer Quarter by attending one class a day during one term, and two classes during the other. Except in rare instances, three classes a day (eighteen term-hours for the quarter) constitute the maximum amount of work in this division.

In addition to the credit courses offered in the Normal School and Normal College divisions, the Sul Ross State Normal College holds annually a Summer Normal, in which opportunity is given to review all subjects in which State teachers' examinations are given by the State Department of Education. This work is in charge of the regular faculty and of well known educators from various parts of the State, who come to the College for this purpose during the summer.

More definite information concerning the Summer Quarter and the Summer Normal of 1922 may be secured from a special bulletin published during the spring months.

TEXT-BOOKS**AGRICULTURE**

- 10. Warren: Elements of Agriculture.
- 11, 12. Davis: Horticulture.
- 15, 16. To be selected.

BIOLOGY

- 30, 31, 32. Shull: Principles of Animal Biology; Densmore: General Botany.
- 34. Stiles: Human Physiology.
- 35. To be selected.
- 36. To be selected.
- 40, 41. Duggar: Plant Physiology.
- 43. Coulter: Botany of Western Texas; Wooten and Standley: Flora of New Mexico.
- 46. Duggar: Fungous Diseases of Plants.
- 47. To be selected.
- 48. To be selected.

CHEMISTRY

- 20, 21, 22. Brownlee and others: First Principles of Chemistry.
- 30, 31, 32. McPherson and Henderson: A Course in General Chemistry.
- 33. Assigned readings.
- 40, 41. Perkin and Kipping: Organic Chemistry.
- 42. Assigned readings.

COMMERCE

- 10, 11, 12. Baker: Twentieth Century Bookkeeping and Accounting.
- 20, 21, 22. Gregg: Shorthand; SoRelle and Cutler: Rational Typewriting.
- 30A, 31A, 32A. Gregg: Shorthand; SoRelle and Cutler: Rational Typewriting.
- 30, 31. Gregg: Shorthand.
- 32. Selected office work.
- 33, 34, 35. Baker: Twentieth Century Bookkeeping and Accounting.
- 40, 41, 42. To be selected.

DRAWING

To be selected.

EDUCATION

- 10. McMurry: How to Study; Hall-Quest: Supervised Study.
- 20. Pyle: The Science of Human Nature.
- 21. Betts: Class-room Method and Management.
- 22. Wilkinson: Rural School Management.
- 30. Pillsbury: The Fundamentals of Psychology.
- 31. Strayer: The Teaching Process.
- 32. Strayer: The Teaching Process; Bagley: Classroom Management.
- K33. Hill: Experimental Studies in Kindergarten Theory and Practice; Montessori: The Montessori Method.
- K34. Bryant: How to Tell Stories to Children.

- K35. Dopp: Place of Industries in Elementary Education; Johnson: Education by Plays and Games.
- P33. Briggs and Coffman: Reading in Public Schools.
- P34. Haliburton and Smith: Teaching Poetry in the Grades; Bailey: For the Story Teller.
- P35. Suzzalo: The Teaching of Primary Arithmetic.
- I33. Kirkpatrick: Fundamentals of Child Study; Bagley: School Discipline.
- I34. Dewey: The Child and the Curriculum; Charters: Teaching the Common Branches.
- I35. McClintock: Literature in the Elementary School; Chubb: The Teaching of English.
- 40. Kirkpatrick: Fundamentals of Child Study; Tanner: The Child.
- 41. Thorndike: Principles of Teaching; McMurry: How to Study.
- 42. Earhart: Types of Teaching.

ENGLISH

- 10. Kittredge and Farley: Advanced English Grammar; Hitchcock: New Practice-Book; Stevenson: Travels with a Donkey; Shakespeare: A Midsummer Night's Dream.
- 11. Hitchcock: New Practice-Book; Herrick and Damon: New Composition and Rhetoric; Emerson: Self-Reliance; Hawthorne: The House of the Seven Gables.
- 12. Hitchcock: Rhetoric and the Study of Literature; Tennyson: Idylls of the King; Poe: Poems and Tales; Shakespeare: Julius Caesar.
- 20. Hitchcock: New Practice-Book; Hitchcock: Rhetoric and the Study of Literature; Shakespeare: Macbeth; Milton: Minor Poems.
- 21. Hitchcock: Rhetoric and the Study of Literature; Burke: Speech on Conciliation with the American Colonies; Goldsmith: She Stoops to Conquer.
- 22. Long: English Literature; Palgrave: Golden Treasury; Browning: Shorter Poems; Nickels: Short Stories for High Schools.
- 30. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Macaulay (ed. by Thurber): Essays.
- 31. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Tanner: Essays and Essay-Writing.
- 32. Canby: English Composition in Theory and Practice; Nutter, Hersey and Greenough: Specimens of Prose Composition; Sherman: A Book of Short Stories.
- 40. Crawshaw: The Making of English Literature; Child (ed.): Beowulf; Greenlaw (ed.): Selections from Chaucer; Cook and Tinker: Select Translations from Old English Poetry.
- 41. Crawshaw: The Making of English Literature; Thayer: Best Elizabethan Plays; Manly: English Prose.
- 42. Crawshaw: The Making of English Literature; Snyder and Martin: A Book of English Literature.
- 43, 44, 45. To be selected.

FOREIGN LANGUAGE

Spanish

- 10, 11, 12. Hall: All Spanish Method, Book I; Espinosa: Elementary Spanish Reader.
- 20, 21, 22. Olmsted and Gordon: Abridged Spanish Grammar; Alarcon: Novelas Cortas; Turrell: Spanish-American Short Stories; others.
- 30A, 31A, 32A. Hall: All Spanish Method, Book I; Dorado: España Pintoresca; Valera: El Pájaro Verde; Olmsted and Gordon: Abridged Spanish Grammar.
- 30, 31, 32. Olmsted and Gordon: Abridged Spanish Grammar; Alarcon: El Capitán Veneno; Valdés: José; Galdós: Electra; Luquinens: Elementary Spanish-American Reader.
- 40, 41, 42. Ramsey: Spanish Grammar; Gutiérrez: El Trovador; Galdos: Doña Perfecta; Ibañez: La Barraca; Ford, J. D. M.: Main Currents of Spanish Literature.

French

- 30A, 31A, 32A. Méras: Le Premier Livre; Méras: Le Second Livre; Decourbey: French Verb Blank.

Latin

- A, B, C. Smith: Latin Lessons.
- 10, 11, 12. Bennett: Caesar's Gallic War; Bennett: New Latin Composition, Part I; Bennett: New Latin Grammar.
- 20, 21. Allen and Greenough: Select Orations of Cicero; Bennett: New Latin Composition, Part II; Bennett: New Latin Grammar.
22. Knapp: Aeneid of Vergil; Bennett: New Latin Composition, Part II; Bennett: New Latin Grammar.
30. Cicero: De Senectute; Cicero: De Amicitia; Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.
31. Selections from Roman Historical Literature (Allyn and Bacon); Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.
32. Knapp: Aeneid of Vergil; Gildersleeve: Latin Grammar; Barss: Writing Latin, Part III.
- 40, 41, 42. To be selected.

HISTORY AND ECONOMICS

History

- 10, 11. Cousins and Hill: American History.
12. Ashley: A New Civics.
- 20, 21, 22. Cheyney: A Short History of England.
30. Thwaites: The Colonies.
31. Hart: Formation of the Union.
32. Wilson: Division and Reunion.
- 33, 34, 35. To be selected.

- 40. Robinson and Beard: Development of Modern Europe.
- 41. Hazen: Europe Since 1815.
- 42. Hornbeck: Contemporary Politics in the Far East.

Economics

- 40, 41. Taussig: The Principles of Economics, Vol. 1.
- 42. Taussig: The Principles of Economics, Vol. 2.

HOME ECONOMICS

- 10. Turner: The Study of Fabrics; Batchelder: Design in Theory and Practice.
- 11. Greer: Text-book of Cooking; Pirie: Science of Home Making; Conley: Nutrition and Diet.
- 12. Elliott: Household Hygiene; Sedgwick: Principles of Sanitary Science and the Public Health.
- 20. Kinne and Cooley: Shelter and Clothing; Woolman and McGowan: Textiles; Baldt: Clothing for Women.
- 21. Matteson: Laboratory Manual of Foods and Cookery; Farmer: Boston Cooking-School Cook Book; Wellman: Food Study.
- 22. Allen: Table Service.
- 30. Sherman: Food Products; Rose: Feeding the Family.
- 31. Rose: Laboratory Hand-book for Dietetics.
- 32. Balderston: Housewifery; Taber: The Business of the Household.
- 40, 41, 42. To be selected.

MANUAL ARTS

- 10. Crawshaw and Phillips: Mechanical Drawing for Secondary Schools.
- 11. Prang Topic Books: Perspective Drawing, Historic Ornament and Art History.
- 15. Brace and Mayne: Farm Shop Work.
- 20. French and Svensen: Mechanical Drawing for High Schools.
- 22. University of Texas Bulletin: The Planning of Simple Homes.
- 25. Griffith: Essentials of Woodworking.
- 30. Prang Publication: Furniture Design.
- 32. Rautenstrauch and Williams: Machine Drafting.
- 34. Pabst: Handwork Instruction for Boys.
- 35. Griffith: Woodwork for Secondary Schools.
- 37. Cement Association Bulletins.
- 38. Noyes: Wood and Forest, Handwork in Wood.
- 45. Cement Association Bulletins.

MATHEMATICS

- 10, 11. Wentworth: New School Algebra.
- 14. State Adopted Text.
- 20, 21. Wentworth and Smith: Plane Geometry.
- 24. State Adopted Text.
- 30, 31. Wentworth and Smith: Plane Trigonometry and Tables.

34. Wentworth and Smith: Solid Geometry.
40, 41. Ashton and Marsh: College Algebra.
42. To be selected.

MUSIC

10. Selected Texts.
20. Selected Texts.
30. Hollis Dann Series, Books I-III.
31. Hollis Dann Series, Books IV-V.
32. Hollis Dann Series, Book VI, and Junior Songs.
34, 35, 36. Orem: Harmony.
37, 38, 39. To be selected.

PHYSICAL EDUCATION FOR WOMEN

- 30, 31, 32. Hough and Sedgwick: The Human Mechanism; Rapeer: Educational Hygiene; Galbraith: Personal Hygiene and Physical Training for Women; McKenzie: Exercise in Education and Medicine; The American Red Cross Text-book on First Aid.
40, 41, 42. Johnson: Education by Plays and Games; Johnson: Education Through Recreation; Patrick: Psychology of Relaxation.

PHYSICS

- 10, 11, 12. Carhart and Chute: First Principles of Physics.
30, 31, 33. Spinney: A Text-book of Physics.
32. Assigned reading.

READING

To be selected.

ROSTER OF STUDENTS

ENROLLMENT, SUMMER, 1920

Name	Class	Town
Acton, Lois	S. N.	San Angelo
Alsbrook, Ruth	S. N.	Clyde
Ansley, Merle	S. N.	Marathon
Bushong, Mary Bertha	Second year	Mertzon
Baylor, Louise	S. N.	Uvalde
Bourland, Helen	S. N.	Marathon
Bourland, Lillian	S. N.	Marathon
Carmack, Lura Mae	Second year	Alpine
Carmack, Nellie	Freshman	Alpine
Carr, Betty	S. N.	Alpine
Casey, Ler Lee	S. N.	Santa Anna
Casey, Thelma	S. N.	Santa Anna
Clark, Flo	S. N.	Marathon
Cole, Gracie L.	S. N.	Chillicothe
Connelly, Mary	S. N.	Kentuckytown
Cook, Brookie E.	First year	Hovey
Cox, Neta	Freshman	Alpine
Crossley, Mrs. Pearl	S. N.	Ysleta
Cummins, Beulah	S. N.	Uvalde
De Falco, Mrs. Catharine	S. N.	Alpine
Dod, Agnes	Second year	Alpine
Drake, C. P.	S. N.	Hamilton
Dulaney, Lesta	S. N.	Reagan Wells
Easterwood, Lavelle	First year	Alpine
Easterwood, Susie Jane	Second year	Alpine
Ernay, Mrs. Annie	S. N.	Del Rio
Escajeda, Lorenza	S. N.	El Paso
Finley, Fay	S. N.	Eldorado
Finley, Mrs. Marcella	S. N.	Alpine
French, Mrs. C. R.	S. N.	Marathon
Fiebele, Helen	S. N.	San Angelo
Fulcher, Elvie	Freshman	Alpine
Glass, Nellie May	S. N.	Eagle Pass
Glass, Ruby	S. N.	Eagle Pass
Green, Pearl	S. N.	Marathon
Hammett, Loula M.	S. N.	Ysleta
Hardin, Sarah Lois	S. N.	Del Rio
Harrell, Alvin	Second year	Ozona
Heard, Lenora	S. N.	Reagan Wells
Heard, Winifred	S. N.	Reagan Wells
Howard, Mrs. Lily S.	S. N.	El Paso
Howe, Susie	First year	Pyote
Hunter, Ethel	S. N.	Gonzales
Jensen, Maren	S. N.	Ysleta
Lindsay, Jennie	S. N.	Marathon
Luther, Beaty	S. N.	El Paso
McCain, Agnes	S. N.	Santa Anna
Massey, Elinor	Second year	Buckholts
Micou, Bess	First year	Alpine
Micou, Janie	First year	Alpine
Miller, Clara Lillian	S. N.	Reagan Wells
Modesette, Fffie Lou	S. N.	Bartlett
Modesette, Lora	S. N.	Bartlett
Moon, Marguerite	S. N.	Ysleta
Morgan, Callie	S. N.	Shive
Morgan, Octa	S. N.	Shive

Name	Class	Town
Nall, Thelma	Freshman	Garrison
Nelson, Dora	S. N.	Reagan Wells
Newell, Irene	S. N.	Uvalde
Peters, Gladys	Freshman	Alpine
Pickens, Ruth	S. N.	Sansom
Poehler, Alfred Henry	S. N.	Brackettville
Powers, Kathalee	Freshman	El Paso
Richmond, Corinne	S. N.	Blanket
Riggs, Ota May	S. N.	George West
Runkles, Zadie	S. N.	San Angelo
Runyan, Ollie	S. N.	Alpine
Sammons, Vema	S. N.	Rankin
Singleton, Grace	First year	Alpine
Sledge, J. E.	S. N.	Marshall
Slover, Melvin	First year	Alpine
Stansell, Olline	S. N.	Marathon
Stevens, Susie Lee	S. N.	Rankin
Stewart, Ilona	Special	Alpine
Vivian, Lexie	S. N.	Carrizo Springs
Way, Majorie	S. N.	Uvalde
Woodlee, Ray	S. N.	Floresville
Number of men		4
Number of women		73
Total		77

ENROLLMENT, LONG SESSION, 1920-1921

Name	Class	Town
Adams, Lucile	Second year	Alpine
Anthony, Jane	Special	Austin
Arthur, Clarence	Second year	Alpine
Arthur, Gladys	First year	Alpine
Baker, Day	Second year	Mertzon
Beard, T. A.	Special	Alpine
Beattie, Isabella	Special	St. Louis, Mo.
Beck, Linnie	Special	Alpine
Bunton, Lady	Second year	Valentine
Bunton, Susybel	Second year	Valentine
Caldwell, Nina Belie	Sophomore	Alpine
Caldwell, Walter	First year	Alpine
Carmack, Lura Mae	Second year	Alpine
Carmack, Nellie	Second year	Alpine
Carr, Betty	Special	Alpine
Casner, Roscoe	Second year	Alpine
Cable, Thelma	Second year	Stanton
Chandler, Elmore	Second year	Toyah
Clifford, Ethel	First year	Alpine
Cook, Brookie E.	First year	Hovey
Cotter, Clarice	Second year	Alpine
Cotter, Dorothy	First year	Alpine
Cotter, Lulu	Freshman	Alpine
Cox, Neta	Sophomore	Longfellow
Cross, Frank	Second year	Alpine
Dantzler, Mrs. Lenora	Special	Alpine
Daugherty, John	First year	Alpine
Davie, Flora	Special	San Marcos
Davis, Nannie B.	Freshman	Sterling City
Dod, Agnes	Second year	Alpine
Easterwood, Lavelle	First year	Alpine
Easterwood, Susie Jane	Second year	Alpine
Edwards, Jack	First year	Alpine
English, Lenora	Special	Alpine

Name	Class	Town
Ford, Nina	Second year	Alpine
Fulcher, Daisy Mae	First year	Alpine
Funk, Grace	Second year	Alpine
Funk, Joe Ella	Freshman	Alpine
Garnett, Raymond	Freshman	Alpine
Gill, Gladys Elizabeth	Second year	McCaulley
Gilleland, Jewel	Freshman	Georgetown
Givens, Charlie	Second year	Alpine
Gourley, Nellie Mae	Second year	Alpine
Hancock, Bertha Mae	Second year	Alpine
Harmon, Jonnie	First year	Alpine
Harmon, Zolla	Second year	Alpine
Harrison, Claude	Special	Alpine
Hickok, Lewis F	Special	Alpine
Hill, J. Lee	Freshman	Roby
Hopson, W. B.	Second year	Roby
Hord, Alonzo	First year	Alpine
Ingerson, Margaret	Freshman	Barstow
Jensen, Maren	Freshman	Ysleta
Jones, Minerva	Second year	Uvalde
Jordan, Ora	Second year	Alpine
Kelly, Roy	Special	Van Alstyne
Kimball, Otis	Second year	Alpine
Kneese, Emma	Special	Seguin
Lease, Gladys	Special	Alpine
Lease, Mamie	First year	Alpine
Lease, Tom	Second year	Alpine
Livingston, George	Second year	Alpine
Livingston, C. W.	Special	Alpine
Livingston, W. C.	Freshman	Alpine
McKay, Welborn	Second year	Royston
McKenzie, Mary	Sophomore	Fort Stockton
McSpadden, Della	Second year	Alpine
Massey, Elinor	Second year	Buckholts
Micou, Janie	First year	Alpine
Miller, Clara	Freshman	Reagan Wells
Newton, Bess	Special	Alpine
Ogle, Minnie G	Special	Uvalde
Perry, Mrs. Mary Rather	Sophomore	Belmont
Peters, Gladys	Freshman	Alpine
Phelps, Mrs. Lillie	Special	Alpine
Pouncey, Merrill	First year	Alpine
Powers, Kathalee A	Freshman	El Paso
Reed, Herman	Freshman	Alpine
Reynolds, James T.	Freshman	Navasota
Rixon, Howard	Freshman	Alpine
Robertson, Nora B.	Second year	Alpine
Robertson, U. V	First year	Alpine
Rollins, Marie	Freshman	Ft. Stockton
Rooney, Walter	First year	Alpine
Scott, Marie E.	Second year	Buena Vista
Sheen, Kathryn	Freshman	Mertzon
Sheppard, Loujena	Freshman	Sweetwater
Singleton, Grace	First year	Bluff Dale
Slight, Bernal R	Freshman	Alpine
Slover, Melvin	Freshman	Alpine
Smith, Guy	First year	Alpine
Smith, Ruth	First year	Alpine
Stillwell, Bernice	Second year	Alpine
Stone, Grace	First year	Alpine
Stone, Leonard	Second year	Alpine
Tippit, Ralph	First year	Alpine
Trevey, Ed S.	Special	Snyder
Vincent, Willie B.	Second year	Spofford

Name	Class	Town
Wade, Willie	First year	Alpine
Weakley, Irma	Second year	Comanche, Oklahoma
Weakley, Ward	Freshman	Marathon
Weatherby, Dorothy	Second year	Fort Davis
Wahn, Margaret	Special	Winnepeg, Canada
Webb, Miriam	First year	Alpine
Weyerts, Eda	Freshman	Alpine
Weyerts, Frieda	First year	Alpine
Weyerts, Johnnie	First year	Alpine
White, Homer L.	First year	Saragosa
Wilson, Lloma	Second year	Sherwood
Yates, Altha	First year	Alpine
Young, Frank	First year	Alpine

Number of men	34
Number of women	77

	111
Total number in the Training School	24

Total	135
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SUMMARY OF STUDENTS, 1920-21

Total number in the Training School	24
Total number attending Summer Normal, 1920	57
Total number in First Year Class	35
Total number in Second Year Class	44
Total number in Freshman College Class	28
Total number in Sophomore College Class	4
Total number of Special students (not classified)	20

Grand total	212
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Students in the Summer Session also counted in the Long Session	13
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Total number of individual students	199
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Total number in Summer Quarter, 1921	131
Total number in Summer Normal, 1921	87

Grand total, Summer of 1921	218
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